

Sacramento — December 14, 1999 Burbank — December 15, 1999

Prepared by the Standards and Assessment Division California Department of Education

1999–2000 Standards and Assessment Update

Table of Contents

California Assessment System—1999–2000

High School Exit Examination	1
High School Exit Examination	2
HSEE Key Dates	3
High School Exit Examination—Multi-year evaluation shall:	5
High School Exit Examination—Additional Considerations:	7
HSEE Development	10
HSEE Standards Panel	11
HSEE Panel Meetings	12
English Language Development (ELD) Assessment	13
English Language Development Standards and Test	14
Legislative Requirements—Assembly Bill 748	15
Legislative Requirements—English Learner	16
ELD Reclassification Procedures	17
Current Status of ELD Tests	18
Standardized Testing and Reporting (STAR) Program	19
Standardized Testing and Reporting Program—STAR	20
STAR—Primary Language Testing	22
STAR Tests to be Administered	23
STAR 1999—Remaining Issues	24
STAR 2000—Other Data Collection Issues	25
STAR 2000—Senate Bill 366	26
STAR 2000—Stanford 9	27
STAR 2000—Augmentation	28
STAR 2000—Issues of Time and Timing	32
2000 Standardized Testing and Reporting (STAR) Program	
Stanford 9, Form T, and STAR Augmentation	
Number of Test Items and Testing Time at Each Grade Level	33
STAR 2000—Preparation for the Test	34
STAR 2000—New Demographic Coding Requirements	35
STAR 2000—Student Demographic Information	38
STAR 2000—Internet Reporting	41
STAR 2000—Augmentation Results	42
STAR 2000—Availability of District Coordinator	43

STAR 2000—District Apportionment for the Stanford 9/STAR Augmentation	44
STAR 2000—District Apportionment for the SABE/2	45
STAR 2000—Revisiting Clean and Complete Data	47
STAR 2000—Some Critical Dates	48
STAR 2001—Augment the Augmentation	50
STAR 2000 and Beyond	51
Golden State Examination (GSE)/Golden State Seal Merit Diploma	52
Golden State Examination	53
GSE Standards Alignment	54
About the GSE	55
Students Who Reach One of the Top Three Levels of Achievement	56
Growth of GSE	57
1999 GSE—Results and Course Enrollment	58
GSE 2000	59
Golden State Examination Testing Dates—Winter 2000	60
GSE 2000	61
Golden State Examination Testing Dates—Spring 2000	62
GSE in Spanish Language—Spring 2000	63
Current Status—GSE	64
Golden State Seal Merit Diploma	65
National Assessment of Educational Progress (NAEP)	67
National Assessment of Educational Progress (NAEP)	68
1998 NAEP Results	69
NAEP 2000—National Assessment	70
NAEP 2000—State Assessment	71
Physical Fitness Testing	72
Physical Fitness Testing	73
Fitness Standards for 1999	75
1998–1999 Results	76
How Fit Are California's Students? Selected Results—Preliminary 1999	77
Report to Governor and Legislature	78
Assessments in Career Education (ACE)	79
Assessments in Career Education (ACE)	80
ACE Examinations	81
ACE Recognition	82
ACE Testing	83
ACE-2000	84
Standards and Assessment—Information on the Internet	85

CALIFORNIA ASSESSMENT SYSTEM 1999-2000

STAR Program									
Stanford 9	2000 Augmentation	Primary Language SABE/2	Assessment of Applied Academic Skills**	English Language Development*	High School Exit*	Golden State Examinations Assessments in Career Education	Physical Fitness	NAEP	CHSPE GED
Norm-referenced	Standards-based	Norm-referenced	Standards-based	Standards-based	Standards-based	GSE - Standards-based ACE - Criterion-referenced	Criterion-referenced	Criterion-referenced	Criterion-referenced
Grades 2–11	Grades 2–11	Grades 2–11	Grades 4, 5, 8, 10	Grades K–12	Grades 10-12	Grades 7–12	Grades 5, 7, 9	Grades 4, 8, 12	GHSPE – Age 16 and up GED – Age 18 and up
Grades 2–8	English-Language Arts	Reading	Grade 4	2000-01*	2001-02*	GSE	Aerobic Capacity	Reading	CHSPE
Reading	Mathematics	Spelling	Reading	Listening	Language Arts	Reading/Literature	Body Composition	Writing	Reading
Spelling		Language	Writing	Speaking	Mathematics	Written Composition	, .	Mathematics	Writing
Written Expression	Grades 9–11	Mathematics	Mathematics	Reading		First-year Algebra	Abdominal Strength	Science	Mathematics
Mathematics	2001*	Study Skills		Writing	Grade 9	Geometry	T. F.	Government/Civics	
	History-Social Science		Grade 5		2000-01	High School Mathematics	Trunk Extensor Strength and	U.S. History	GED
Grades 9–11	Science		History-Social Science		Optional	U.S. History	Flexibility	Arts	Literature/Language Arts
Reading			Science			Government/Civics	Flexibility		Writing
Writing						Economics	,		Mathematics
Mathematics			Grade 8, 10			Biology			Science
History-Social Science			Reading			Chemistry			Social Science
Science			Writing			Second-year Coordinated Science			
			Mathematics			Physics			
			History-Social Science			Spanish			
			Science						
						ACE			
						Agricultural Core			
						Computer Science and Information Systems	5		
						Food Service and Hospitality			
						Health Care, Level 1			
						Technology Core			
Results	Results	Results	Results	Results	Results	Results	Results	Results	Results
Individual	Individual	Individual	School	Individual	Individual	Individual	Individual	National	Individual
School	School	School	District				School	State	
District	District	District	County				District		
County	County	County	State				County		
State	State	State					State		

^{*} Forthcoming

^{**} On hold



High School Exit Exam (HSEE)

High School Exit Examination

- Authorized in Senate Bill 2X,
 O'Connell (Chapter 1/1999)
- ◆ Purpose:
 - To ensure that pupils who graduate from high school have demonstrated grade level competency in reading, writing, and mathematics consistent with the State Board of Education adopted academic content standards



- ◆ Contract for multi-year evaluation by January 15, 2000
- ◆ Field test in spring 2000
- Independent evaluation of field test results by July 1, 2000
- State Board of Education adoption of HSEE by October 1, 2000



- Annual district notification of HSEE requirement for graduation to parents/guardians beginning 2000-01
- HSEE offered to students at grade 9 beginning 2000-01
- ◆ All students at grade 10 required to take HSEE beginning 2001-02
- ◆ Each student required to pass HSEE to receive high school diploma beginning 2003-04

High School Exit Examination Multi-year evaluation shall:

- Analyze pupil performance by grade, gender, race/ethnicity, subject matter, language fluency, exceptional needs, and Title I
- Analyze exit examination effect on college attendance, pupil retention, graduation, and dropout rate
- Provide preliminary report on field testing



- Provide preliminary report on field testing by July 1, 2000
- Provide first annual report
 February 1, 2002
- Provide biennial report by February 1 in even-numbered years

High School Exit Examination Additional Considerations:

- Instructional and curricular validity
- ◆ Criterion-referenced examination
- ◆ Results to pupils within 8 weeks

High School Exit Examination Additional Considerations:

- Summer school funds for students in grades 7-12 who do not demonstrate sufficient progress
- ◆ Summer school for students after completion of grade 12, if examination not passed

High School Exit Examination Additional Considerations:

- English language learners provided with 24 month exemption, but must pass exit examination for diploma
- Students with exceptional needs will be administered the examination with appropriate accommodations



- To be developed or adapted from existing tests
- High School Exit Examination Panel appointed by SPI and approved by SBE:
 - to assist in design and composition of the exam
 - to ensure exam is aligned with state content standards



- ♦ Met seven times since July 1999
- Developed guiding principles for the exam
- Reviewed other states' exit examinations and California's augmentation examination
- Proposed English-language arts and mathematics standards for the exam
- Received public input on the proposed standards
- Heard presentations from experts on the Texas exit examination and legal issues

HSEE Panel Meetings

- Scheduled HSEE Panel meetings:
 January 19, 2000; February 17, 2000;
 March 24, 2000; April 18, 2000; May 17, 2000; and June 29, 2000
- Meetings open with time for public comment
- Meeting summaries, guiding principles for test development, and state content standards recommended by the Panel for the HSEE available at http://www.cde.ca.gov/cilbranch/sca/hsee/hsee.html on the Internet

English Language Development (ELD) Assessment

English Language Development Standards and Test

- ◆ Established by Assembly Bill 748, Escutia (Chapter 636/1997)
- ◆ Purposes:
 - Identify LEP students
 - determine individual student level of proficiency in English
 - assess student progress in acquiring English proficiency over time



- ◆ Tests to be appropriate for pupils in kindergarten through grade 12
- ◆ Tests to be aligned with English language development standards adopted by SBE
- Tests to assess listening, reading, speaking, and writing

Legislative Requirements English Learner

- Authorized by Senate Bill 638, Alpert (Chapter 678/1999)
- requires each school district to:
 - assess English language development of each student to determine proficiency level
 - establish procedures, based on SBEadopted guidelines and criteria for
 - conducting the assessment
 - reclassifying pupils as English proficient
 - conduct ELD test upon initial enrollment and annually, on the anniversary of the pupil's initial identification, and thereafter, until student is redesignated

ELD Reclassification Procedures

- Reclassification procedures to use multiple criteria, including, but not limited to:
 - ELD test results
 - teacher evaluation
 - parental opinion and consultation
 - comparison of basic skills performance with English proficient student of same age

Current Status of ELD Tests

- ◆ Contract awarded to CTB/McGraw-Hill to adapt Language Assessment Scales (LAS) in October 1999
- Field-testing to be conducted during spring 2000
- ◆ Districts, in the interim, to use district-developed or CDErecommended tests in 1999–2000
- Districts to administer ELD test annually to each English language learner, beginning 2000–01

Standardized Testing and Reporting (STAR) Program

Standardized Testing and Reporting Program STAR

- Established by Senate Bill 376, Alpert (Chapter 828/1997)
- Amended by Senate Bill 366, Alpert (Chapter 735/1999)
- Requires that all students be tested:
 - in grades 2 through 11
 - in English
 - with a nationally-normed achievement test designated by SBE
 - between March 15 and May 15 each year

Standardized Testing and Reporting Program STAR

Subjects to be tested:

- reading, writing, and mathematics at grades 2 through 11
- spelling at grades 2 through 8
- history-social science
 and science at grades 9, 10,
 and 11

STAR Primary Language Testing

- Required at grades 2-11 for Spanishspeaking limited English proficient (LEP) students who have been enrolled in California public schools fewer than 12 months
- Is a district option for students who have been enrolled longer than 12 months
- Must use primary language test designated by State Board
- Must also give Stanford 9, Form T, in English to all students in grades
 2-11, regardless of language fluency

STAR Tests to be Administered

- ◆ Stanford Achievement Test,
 Ninth Edition, Form T (Stanford
 9) to all students in grades
 2-11
- ◆ STAR augmentation to all students in grades 2–11
- Spanish Assessment of Basic Education, Second Edition (SABE/2)

STAR 1999 Remaining Issues

- Data corrections and improvements
- ◆ Inquiries and investigations
- Continuing analyses and reporting
- Apportionments
- Improving technical quality
- Tackling the Opportunity-to-Learn (OTL) problem
- ◆ Performance levels

STAR 2000 Other Data Collection Issues

- District verification of enrollments and number to be tested
- District or school reporting of the number of days of instruction
- Last year's instructional materials survey will be repeated
- Process for completing and submitting pre-ID / pre-coding files

STAR 2000 Senate Bill 366

- Single statewide contract
- **♦** Reporting timeline
- Reporting and data collection
- No limited-English proficient (LEP) exemption
- Reading lists



- Optional tests available in 2000 but possibly not in 2001
- ◆ Norm-referenced scores are produced for all schools and districts based on the number of days of instruction students received prior to the first day of testing. Information about the number of days of instruction will be collected
- Continuing investigation of high school reading scores

STAR 2000 Augmentation

- English-language arts augmented tests have:
 - 75 questions at grades 2 and 3 (35 customized and 40 Stanford 9)
 - 90 questions at grades 4-11
 (35 customized augmented and 55
 Stanford 9)
- ◆ STAR tests for grades 2 and 3 are divided into two parts. Both parts must be administered on the same day with a break between them

STAR 2000 Augmentation

- The mathematics augmented tests have been increased from 50 to 65 questions (50 customized augmented questions and 15 Stanford 9 questions)
 - The STAR test is divided into two 45-minute sessions for grades 2-7 and two 55-minute sessions for grades 8-11.
 - Students in grades 8, 9, and 10 are excluded from the STAR augmentation in mathematics if they are not enrolled in one of the six courses tested

STAR 2000 Augmentation

- Writing assessments will be developed for grades 4 and 7
- Writing will be field-tested during spring 2000
- History/social science will be fieldtested for grades 9–11 during spring 2000
 - Grade 9 will include selected standards from grades 4–8
 - Grade 10 will include world history
 - Grade 11 will include United
 States history



- ◆ Science for grades 9 11 will be field-tested during spring 2000
 - Earth Science
 - Biology
 - Chemistry
 - Physics
- Additional questions for Englishlanguage arts and mathematics for grades 2 - 11 will be fieldtested during spring or fall 2000

STAR 2000 Issues of Time and Timing

- The testing window is from March 15 through May 14, with makeups through May 25
- Delivery of testing materials will begin March 2
- ◆ Testing in waves will be offered as an option for all districts
- ◆ Districts testing in waves may schedule two or more test administration periods to accommodate students in multi-track schools or to test different grade levels at different times

2000 Standardized Testing and Reporting (STAR) Program

Stanford 9, Form T, and STAR Augmentation Number of Test Items and Testing Time at Each Grade Level

		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6 G		ade 7 Gra		de 8 Gro		de 9	Grade 10		Grade 11	
Test Levels	Items	Time *	Items	Time *	Items	Time *	Items	Time *	Items	Time *	Items	Time*								
Stanford 9, Form T																				
Word Study Skills	48	25																		
Reading Vocabulary	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20	30	20
Reading Comprehension	40	40	54	50	54	50	54	50	54	50	54	50	54	50	54	40	54	40	54	40
Mathematics															48	45	48	45	48	45
Mathematics: Problem Solving	46	50	46	50	48	50	48	50	48	50	50	50	52	50						
Mathematics: Procedures	28	30	30	30	30	30	30	30	30	30	30	30	30	30						
Language	44	40	48	45	48	45	48	45	48	45	48	45	48	45	48	40	48	40	48	40
Spelling (required grades 2-8 only)	30	25	30	25	30	25	30	25	30	25	30	25	30	25						
Science (required grades 9-11 only)															40	20	40	20	40	20
Social Science (required grades 9-11 only)															40	20	40	20	40	20
STAR Augmentation																				
Language Arts Part 1 * *	15	40	11	40																
Language Arts Part 2**	20	30	24	30																
Language Arts					35	65	35	65	35	65	35	65	35	75	35	75	35	75	35	75
Mathematics Part 1	25	45	25	45	25	45	25	45	25	45	25	45	25	55	25	55	25	55	25	55
Mathematics Part 2	25	45	25	45	25	45	25	45	25	45	25	45	25	55	25	55	25	55	25	55
Total Items/Testing Time*	351	390	323	380	325	375	325	375	325	375	327	375	329	405	345	370	345	370	345	370

December 1999

^{*} Testing time in minutes-add 10 minutes to each subtest to distribute materials, give directions, and collect materials.

^{**} Language Arts Part 1 and 2 for grades 2 and 3 must be administered in a single session with a 10 minute break between the two parts.

STAR 2000 Preparation for the Test

- ◆ The regulations prohibiting any specific program of test preparation now include:
 - "No administration or use of an alternate or parallel form of the designated test for any stated purpose shall be permitted for any pupils in grades 2 through 11, inclusive."

STAR 2000 New Demographic Coding Requirements

- For students with Asian/Asian
 American or Pacific Islander coded
 for ethnicity, the specific country or
 island group must also be coded
- Parent Education must be coded for all students—declined to state or unknown has been added as an option

STAR 2000 New Demographic Coding Requirements (continued)

- N. S. L. P. must be coded for all students as
 - No N.S.L.P.
 - N.S.L.P. -Free
 - N.S.L.P. -Reduced
- ◆ District and School Mobility now asks for the grade from which the student has been continuously enrolled in the school and district

STAR 2000 New Demographic Coding Requirements (continued)

- Disability must be coded for students coded as receiving special education services
- ◆ An "Enrollment" box has been added for high school districts—"Yes" or "No" is to be coded to indicate whether a student in the lowest grade of a high school district matriculated from one of the district's feeder elementary districts

STAR 2000 Student Demographic Information

- All information is required except for Student Identification Number and For Local Use Sections
- Pre-ID and answer document edit checks are being implemented to determine if schools or districts have data missing in excess of what would be reasonable for new students for whom records are not available

STAR 2000 Student Demographic Information

- Districts will be required to submit a form with pre-ID files indicating which if any data fields are incomplete and will be hand-coded
- Pre-ID files will be edited and returned to districts if data are missing in fields other than those indicated on the form

STAR 2000 Student Demographic Information

- ◆ District STAR coordinators and superintendents will be required to certify that data missing on pre-ID files will be hand-coded on answer documents
- Student records will be edited for complete demographic data and districts will be required to correct or complete bad or missing data

STAR 2000 Internet Reporting

- ◆ Internet files will be available on July 15, 2000
- In addition to reporting results disaggregated by language fluency classification, gender, and economic status, disaggregated scores will be reported for:
 - students receiving (not receiving)
 special education services
 - LEP students enrolled in the school district less than (more than) 12 months

STAR 2000 Augmentation Results

- ◆ Results of the 2000 STAR augmentation will be reported according to the number of correct answers out of the total number of questions asked
- ◆ STAR augmentation results are scheduled to be reported according to performance standards in summer 2001

STAR 2000 Availability of District Coordinator

◆ District STAR coordinators are to be available to assist with resolving discrepancies in STAR reports and return of testing materials through July 15 following the Internet posting.



District Apportionment for the Stanford 9/STAR Augmentation

- ♦ \$2.52 per student tested
 - \$2.20 is the same as the 1999 apportionment
 - \$.32 was added to cover either
 - Cost of pre-ID service or
 - Paying for assistance with handcoding documents
- \$1.25 per student will be withheld to pay for cleaning up school/district files with bad or missing data

STAR 2000 District Apportionment for the SABE/2

- ◆ Districts will receive \$2.20 for each student tested plus
 - \$.48 for each student tested in grades 2 and 3, and
 - \$.24 for each student tested in grades 4-11 to cover either
 - cost of pre-coding service or
 - paying for assistance with hand-coding documents

STAR 2000 To District Apportionment for the SABE/2

- \$2.44 per student will be withheld to pay for cleaning up school/district files with bad or missing data
- ◆ The apportionment will be made for all LEP students tested with the SABE/2
- Funds are not provided for testing R-FEP, FEP, or English-only regardless of instructional program (e.g., non-LEP students in Spanish immersion programs)

STAR 2000 Revisiting Clean and Complete Data

- **♦** Better information
- **♦** Better data collection
- ◆ More editing and clean-up
- ◆ Incentives and disincentives

STAR 2000 Some Critical Dates

December 15, 1999 Stanford 9 Data Verification Form

and District STAR Coordinator
Security Agreement due at HEM

STAR Service Center

December 20, 1999 SABE/2 STAR Enrollment Form due

to CTB STAR Process Team

January 4, 2000 Last day to submit Data

Verification Form and Security Agreement without possibly

subjecting district to shipping

charges

TBA 30 days before 1st Stanford 9 test

materials delivery date—clean pre-ID files due for printing Stanford 9

bar code labels

21 days before 1st SABE/2 STAR delivery date—clean pre-ID files due pre-slugging SABE/2 STAR

answer documents

STAR 2000 Some Critical Dates

March 2 Earliest possible delivery date for

Stanford 9 materials

March 15-May 14 Testing window

Make up testing must be completed within 10 days of last school test

date

May 17/June 1 Last dates(s) to submit answer

documents for scoring

TBA Districts have up to 72 hours to

respond to answer document edits

1st week of July Student and summary reports to be

in districts if answer documents were received for scoring by May

17/June 1

July 15 Internet report available

STAR 2001 Augment the Augmentation

- ♦ History/Social Science
 - Grade 9 will include selected standards from grades 4–8
 - Grade 10 will include world history
 - Grade 11 will include United
 States history
- Science in grades 9 11
 - Earth Science
 - Biology
 - Chemistry
 - Physics
- ♦ Writing tasks in grades 4 and 7
- ◆ Technical improvements

STAR 2000 and Beyond

Higher Stakes = Greater risks

Higher security

Higher visibility

Greater temptations

Greater responsibilities

Golden State Examination (GSE) Golden State Seal Merit Diploma

Golden State Examination

- Established by Senate Bill 813,
 Hart (Chapter 498/1983)
- Reauthorized by Senate Bill 662,
 Hart (Chapter 760/1991)
- Reenacted by Assembly Bill 265,
 Alpert (Chapter 975/1995)
- Identified for the Golden State Seal Merit Diploma in Assembly Bill 3488, Ducheny (Chapter 204/1996)

GSE Standards Alignment

- Funds allocated in 1999–2000 state budget to align GSE to state content standards
- GSE alignment meetings conducted with work groups of teachers, administrators, parents, and school board members
- GSE item development teams completing alignment process
- Technical studies underway to ensure test validity and reliability



- GSE is a voluntary program for students in middle and high schools
- All exams must be made available to students by districts
- All exams test subject knowledge and application
- Students can attain one of three top levels of achievement—high honors, honors, or recognition

Students Who Reach One of the Top Three Levels of Achievement...

- Receive the Academic Excellence Award
- Have their award entered on their permanent transcripts
- Are recognized by schools, communities, colleges and universities, and prospective employers for the accomplishment

Students who attain high honors or honors also receive a gold insignia for their diplomas.

Growth of GSE

- In its first year (1987), GSE offered two examinations—first-year algebra and geometry
- ◆ In 1999, GSE offered thirteen examinations first-year algebra, geometry, high school mathematics, U.S. history, economics, government/civics, biology, chemistry, second-year coordinated science, physics, written composition, reading/literature, and Spanish language
- Student participation has increased from 96,657 in 1987 to 1,094,956 in 1999
- About one out of three GSE participants earns high honors, honors, or recognition designations each year

1999 GSE Results and Course Enrollment

	Number students in GSE-eligible courses*	Number GSE exams completed	Number Golden State Scholars**
Winter Administration			
Reading/Literature		69,279	25,217
Written Composition		93,854	30,303
High School Mathematics		35,811	8,625
Winter and Spring Administration			
Economics		75,263	24,025
Government/Civics		71,552	21,114
Spring Administration			
First-year Algebra	375,185	180,908	49,429
Geometry	174,903	120,655	32,269
U.S. History	432,469	101,892	27,333
Biology	253,014	118,722	42,062
Chemistry	145,389	78,695	30,727
Physics	58,790	32,480	13,474
Second-year Coordinated Science	43,821	26,055	7,935
Spanish language		89,790	52,059
Total		1,094,956	364,572

^{*} From October 1999 CBEDS information. Enrollment comparisons were available for specific year-long courses only.

^{**} Receiving high honors, honors, or recognition on a GSE

GSE 2000

Winter administration:

- ◆ Testing window January 10 to February 2
- Exams offered
 - reading/literature
 - written composition
 - high school mathematics
 - economics
 - government/civics

Golden State Examination Testing Dates Winter 2000

Economics

Part I Tuesday, January 11

Part II Wednesday, January 12

Government/Civics

Part I Tuesday, January 11

Part II Wednesday, January 12

High School Mathematics*

Part I Tuesday, January 11

Part II Wednesday, January 12

Reading/Literature*

Part I Thursday, January 13

Part II Friday, January 14

Written Composition*

Part I Wednesday, January 19

Part II Thursday, January 20

^{*} Offered in the winter test administration only

GSE 2000

Spring administration:

- Testing window May 1 to May 31
- ♦ Exams offered
 - first-year algebra
 - geometry
 - U.S. history
 - economics
 - government/civics
 - biology
 - chemistry
 - physics
 - second-year coordinated science
 - Spanish language

Golden State Examination Testing Dates Spring 2000

First-year Algebra

Part I Tuesday, May 23
Part II Wednesday, May 24

Geometry

Part I Tuesday, May 23
Part II Wednesday, May 24

Economics

Part I Tuesday, May 23
Part II Wednesday, May 24

Government/Civics

Part I Tuesday, May 23
Part II Wednesday, May 24

U.S. History

Part I Tuesday, May 23
Part II Wednesday, May 24

Biology

Part I Thursday, May 25
Part II Friday, May 26

Chemistry

Part I Thursday, May 25
Part II Friday, May 26

Second-year Coordinated Science

Part I Thursday, May 25
Part II Friday, May 26

Physics

Part I Thursday, May 25
Part II Friday, May 26

Spanish Language

Part I Tuesday, May 30
Part II Wednesday, May 31

GSE in Spanish Language Spring 2000

Eligibility

- The GSE in Spanish Language may be taken by:
 - students at the end of their second year of Spanish instruction
 - native speakers of Spanish who have received two years of formal instruction in Spanish language and are currently enrolled in California schools

Content

 A description of the content of the exam is in the GSE Teacher Guide for Spanish Language, available at http://www.cde.ca.gov/cilbranch/sca on the Internet.

Current Status GSE

- CSU Bakersfield using GSE in lieu of English Placement
- Discussions occurring with UC Berkeley on use of GSE results for admissions and placement

Golden State Seal Merit Diploma

- Authorized by Assembly Bill 3488,
 Ducheny (Chapter 204/1996)
- Awarded annually to graduates who demonstrate mastery of the high school curriculum in designated subject areas
- ◆ Requires attainment of high honors, honors, or recognition designations on Golden State Examinations in U.S. history; written composition or reading/literature; a mathematics exam; a science exam; and two other Golden State Examinations of the student's choice

Golden State Seal Merit Diploma

- Golden State Diploma designations are added to recipients' records
- Golden State Diploma recipients are recognized by schools, districts, the community, colleges and universities, and prospective employers
- More than 1,370 graduates were awarded Golden State Diplomas in 1997 and 2,685 were awarded in 1998
- ◆ To date, more than 4,618 (as of 12/10/99) Golden State Diplomas have been awarded to 1999 graduates

National Assessment of Educational Progress (NAEP)

National Assessment of Educational Progress (NAEP)

- ♦ Known as the "Nation's Report Card"
- Has provided periodic data regarding what American students know and can do since 1970
- Only continuing measure of the achievement of the nation's students in key subject areas
- Sponsored by the U.S. Department of Education and administered by the National Center for Education Statistics (NCES)
- California has participated for nearly 30 years
- Each testing year, California schools selected by NAEP contractors to participate in the national assessment, the state assessment, or both

1998 NAEP Results

- The 1998 NAEP included reading, writing, and civics
- National and state results for reading in grades 4 and 8 were reported in March 1999
- National results for writing in grades 4 and 8, and state results for grade 8, were reported in October 1999
- State results in both reading and writing place
 California students as a whole in the lowest third of the states
- California's results reflect a variety of factors:
 - differences among states in student population characteristics
 - school funding
 - class size
 - curriculum and instructional programs

NAEP 2000 National Assessment

- Will be administered in January–March 2000
- Will involve a nationally representative sample of roughly 150,000 students from approximately 2,300 schools across the country
- Accurate estimates of national-level performance will require California's participation
- California's sample to include 185 schools
- Subjects areas tested will be:

Grade 4 Mathematics

Reading

Science

- Grade 8 Mathematics

Science

- Grade 12 Mathematics

Science

◆ Results to be reported in 2001

NAEP 2000 State Assessment

- ♦ Will be administered in February 2000
- Will provide a comparison of California's performance with other states
- California's sample to include 225 schools
- Subject areas tested will be:
 - Grade 4 Mathematics

Science

Grade 8 Mathematics

Science

Results to be reported in 2001



Physical Fitness Testing



- Current legislative requirement for physical fitness testing was:
 - enacted by Assembly Bill 265, Alpert (Chapter 975/1995)
 - amended by Senate Bill1564, Schiff (Chapter330/1998) and Senate Bill896 (Chapter 1066/1998)



- Districts with grades 5, 7, and 9 required annually to assess all students for physical fitness
- Testing window includes March, April, and May 2000
- CDE required to collect statewide data and report to Governor and Legislature at least once every two years
- Statewide data collected in 1998–1999
- Statewide data not to be collected on 1999-2000 assessments

Fitness Standards for 1999

- Aerobic capacity
 Pacer
 Mile Walk/Run
 Walk Test
- Body composition
 Percent Fat
 Body Mass Index
- Abdominal strength and endurance
 Curl-up
- Trunk extensor strength and flexibility
 Trunk Lift
- Upper body strength and flexibility
 Push-up
 Modified Pull-up
 Pull-up
 Flexed Arm Hang
- Flexibility
 Back-saver Sit and Reach
 Shoulder Stretch



- First statewide data on physical fitness of students since early 1990's
- Nearly 70% of districts reported data
- Data to be reported on Internet in a format similar to STAR
 - Available on CDE website by end of November
 - Information reported on Internet
 - Percent students in Healthy Fitness Zone (HFZ) for each standards
 - Percent students in HFZ for 6 of 6 standards, 5 of 6 standards, 4 of 6 standards etc.
 - Reported by grade for state, county, district, and school by total population, gender, and ethnicity



- Percent of students who did not fall in the HFZ* for each fitness task:
 - Aerobic Capacity across all grades, 40–50% of students were not in the HFZ
 - Body Composition across all grades, 30-40% of students were not in the HFZ
 - Upper Body Strength across all grades, 40% of students were not in the HFZ
 - Flexibility across all grades 30–35% of students were not in the HFZ
 - Abdominal Strength and Trunk Strength across all grades, 15-20% of students were not in the HFZ
- ◆ Across all grades, only 45-50% of students met 5 of 6 or 6 of 6 standards
 - * The Healthy Fitness Zone encompasses a broad range, which allows for maximum student success.

Report to Governor and Legislature

- Standardized reporting
- High quality fitness programs
- Compare performance of California's students to national
- ◆ Due December 31, 1999



Assessments in Career Education (ACE)

Assessments in Career Education (ACE)

- Recognizes students who demonstrate outstanding achievement in selected careertechnical areas
- Voluntary for high school students
- Based on draft career preparation standards and aligned to industry standards
- Modeled after Golden State
 Examination

ACE Examinations

- Examinations made available to students only once
- Examinations offered in May 1999 and 2000 in five career areas
- ◆ Each session includes multiple-choice questions and a written-response question or problem-solving task

ACE Recognition

♦ Students

- Receive formal recognition for their achievement with a certificate and notation on their transcripts
- Receive an insignia for diploma for High Honors or Honors designation
- Receive growing recognition from schools, districts, counties, ROPs, and legislators
- Are better prepared for transition to work or higher education
- Have established a valuable record of accomplishment when seeking employment or admission to higher education

ACE Testing

- ◆ First year of testing—1998
 - Three assessments
 - Agricultural Core
 - Computer Science and Information Systems
 - Health Care, Level I
- Second year of testing—1999
 - Five assessments
 - Agricultural Core
 - Computer Science and Information Systems
 - Health Care, Level I
 - Food Service and Hospitality
 - Technology Core (Industrial and Technology Education)

ACE - 2000

- ◆ Increasing participation
 - Information to field
 - Information brochure
- Guides for Teachers
 - Focus on preparing students for written-response questions
 - Available on Internet in December 1999
- Continuing communications with teachers, districts, counties, ROPs, professional organizations, and networks

Standards and Assessment Information on the Internet

- State Board-adopted standards are available through the web site for the State Board: http://www.cde.ca.gov/board/board.html
- ◆ The Standards and Assessment Division website at http://www.cde.ca.gov/cilbranch/sca includes information about:
 - ACE
 - ELD
 - GSE
 - High School Exit Exam
 - Physical Fitness Testing
 - STAR